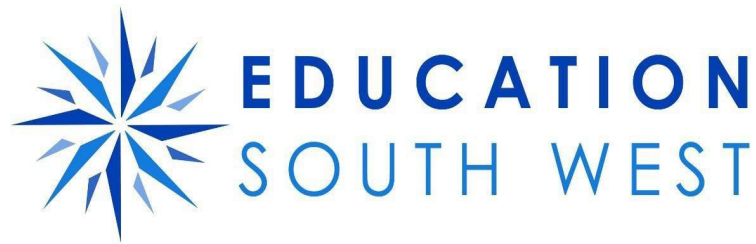




## **Behaviour and Relationships Policy**

<b>LGB Approved Date</b>	Monday 16 <sup>th</sup> June 2025
<b>Version</b>	1.0
<b>Author Initials</b>	DB
<b>Review Date</b>	June 2026



## Education South West (ESW) Behaviour and Culture Policy – Rydon Primary School

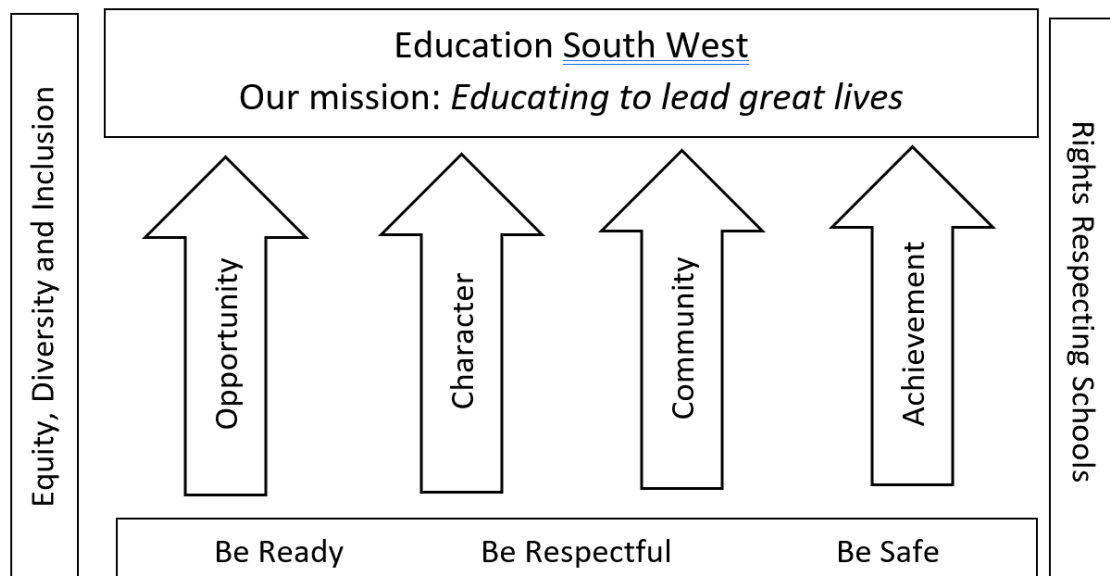
### Part A: The ESW approach to behaviour and culture in our schools

#### Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are '*educating to lead great lives*'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



#### The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

### **Our working definition of EDI:**

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

### **A3. The role of Rights Respecting Schools in developing our school culture:**

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

### **A4. ESW Behaviour and Culture Policies have a set of guiding principles:**

The guiding principles which underpin all behaviour management in our schools are in line with our mission to '*educate to lead great lives*':

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.
- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.

- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).
- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

**A5. ESW Behaviour expectations** apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

**A6. These expectations are summarised in our three rules:**

1. Be **ready**
2. Be **respectful**
3. Be **safe**

**A7. Legislation, statutory requirements and statutory guidance**

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

#### **A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring**

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carer and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.

### **PART B: Rydon Primary School**

#### **School values**

Children at Rydon are expected to show the following school values in the following ways:

Aspiration	<ul style="list-style-type: none"> <li>• Do our best</li> <li>• Set goals and work hard to reach them.</li> <li>• Believe to achieve great things</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• Keep trying when you find something tricky</li> <li>• Stay positive</li> <li>• Learn from mistakes</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Make sensible choices</li> <li>• Be helpful</li> <li>• Look after your belongings and the school</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Lead by example</li> <li>• Value everyone</li> <li>• Be a willing team player</li> </ul>

In order to achieve a consistent approach, the following consistent expectations are in place:

In lessons:

- Children are greeted by an adult on the door at the beginning of each day. Children return the greeting. Children enter the classroom calmly and independently and settle to any early morning work. When leaving the school, the class teacher will take the children outside at the end of the day. The class teacher will be available to talk with parents if necessary.
- In school, any adult can countdown 3-2-1 hand stop and then put their hand clearly in the air to gain the attention of the children. Children will respond by stopping what they are doing instantly and raise their hand whilst giving the adult eye contact. Staff will wait until all children and adults have raised their hands. Working outside e.g. during continuous provision, bells can be used to gain

children's attention before they put their hand up. A whistle will be used in PE lessons and playtimes.

Clear entry and exit procedures for every lesson.

- Predictable systems for distributing and collecting resources.
  - Visual cues and consistent verbal prompts to support all pupils, including those who require additional clarity.
- Staff at Rydon ensure classrooms are calm, purposeful places where children feel secure and ready to learn. Expectations are modelled consistently to promote a positive climate for learning.

Examples include:

- Thresholding – greeting children at the door to set a calm, focused start to the school day.
- Using positive language to reinforce expectations and maintain a welcoming atmosphere.
- Preparing resources and organising the classroom environment to ensure learning starts smoothly.
- Modelling respectful, emotionally regulated responses in all situations.

Outside of lessons:

- A whistle is blown to signal the end of playtime where all children stop still. In EYFS and Key Stage one, a second whistle is blown and children walk sensibly to their allocated line. When in line, children are expected to be silent. When the line is complete, the member of staff will signal they can enter the school in single file. In Key Stage two, the children walk down to their classrooms calmly one year group at a time.
- Children are expected to walk around the school calmly and with a respect of others.
- At playtimes, a child is not allowed inside the school building without permission from a member of staff.

#### **All staff:**

All staff are expected to model positive behaviours, build strong relationships and uphold consistent expectations throughout the school day. Staff refer regularly to *Be Ready, Be Respectful, Be Safe* and follow up on concerns promptly, ensuring that learners receive clear guidance and supportive, reflective conversations. No member of staff should ignore or walk past learners who are making inappropriate choices. Positive behaviour is promoted through the use of recognition boards and frequent acknowledgement of effort.

During periods of deliberate practice, staff create and maintain a focused, purposeful learning environment. Expectations for independence and concentration are explicitly taught, modelled and reinforced.

**Examples include:**

- Providing clear guidance on how pupils sit, organise their books and set out their stationery.
- Establishing routines for silent or near-silent independent work.
- Using timers, countdowns or visual prompts to support attention and pacing.
- Maintaining a calm, quiet learning atmosphere that minimises distractions.
- Modelling and sharing examples of high-quality independent work.

#### **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show consistency to the learners. Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence throughout school to encourage appropriate conduct

- Support staff in managing more complex behaviour and supporting staff in restorative conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions

### Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the member of SLT on duty so strategies can be put in place and more formal steps can be taken e.g. SLT report cards.

The behaviour policy is shared with parents and carers via email and the school website. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate, parents will be signposted to additional support from other agencies where this is needed.

### Rydon Rewards

At the heart of our policy is the focus on the recognition of effort towards our school values. The table below links to the school's praise system which gives an overview of positive behaviours and rewards:

Type of praise and reward	Stage	List/explanation of rewards
In class rewards that are available to all children at any time who demonstrate good examples of expected behaviour or achievements in work.	1	<p>Praise is given for individuals who are displaying efforts in demonstrating the school values. Pupils can be rewarded with the following:</p> <ul style="list-style-type: none"> <li>● Verbal praise and stickers - Include child's name, description of behaviour and how it's helping their learning when appropriate</li> <li>● Parental communication -the class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation or send a message.</li> <li>● Recognition boards - In each class, a recognition board is in place to recognise and promote positive behaviour. House points can be awarded to children working towards each value and recorded on the values board. The following are examples that merit the child's name being added to the values board: <ul style="list-style-type: none"> <li>★ Achieving a handwriting target - Aspiration</li> <li>★ Contributing well to a team during a task - Teamwork</li> <li>★ Trying a range of solutions in a tricky task - resilience</li> </ul> </li> </ul>
Behaviour or achievements that are above and beyond' what is expected and is	2	<p><b>Pride in Rydon</b></p> <p>A Star for demonstrating effort or attitude that is above and beyond e.g. fulfilling a task that has shown <u>great</u></p>

sustained over a period of time		<p>perseverance or a <u>special</u> act of kindness. Stars are written in a class star book. When a child achieves 5 stars, they will receive a certificate. When a child reaches 10 stars they receive a bronze star. When a child reaches 20 stars they receive a silver star and when they receive 30 stars, they can receive a gold star. Stars can be given by any member of staff.</p> <ul style="list-style-type: none"> <li>• Further parental communication e.g. where appropriate, work photocopied to be sent home, picture messaged</li> <li>• Sent to another member of staff, e.g. previous class teacher, member of SLT will verbally praise them and may also use a reward from level 1 e.g. sticker.</li> <li>• Celebration assembly and the school newsletter is used to celebrate other significant achievements</li> </ul>
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### Celebration assembly

- Star badges are handed out once the different landmarks are achieved.
- Every class will have a 'teacher award' for the week. This can be awarded for anything e.g. regular home reading, being a good reading buddy, extra effort within maths.
- Headteacher award for a child in each phase who has demonstrated one or more of the school values throughout the week. These children will receive a book from the reading vending machine.
- Every week, the house points are counted by House Captains and a weekly winner is announced during the Celebration Assembly on a Friday. House points are then tallied over the course of a term and a winner is announced. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

### Consequences

Staff will adopt a PACE (playful, acceptance, curiosity, empathy) and WINE (I wonder, I imagine, I notice, I emphasise) approach with consequences:

Behaviour	Stage	Response
<b>Examples of yellow behaviour:</b> <ul style="list-style-type: none"> <li>• Shouting out in class</li> <li>• Distracting others</li> <li>• Negatively impacting on the learning of other pupils</li> <li>• Talking at inappropriate times in class</li> <li>• Failure to follow instructions</li> <li>• Entering school building needlessly at break/lunchtime</li> <li>• Showing a lack of care for school property</li> <li>• Disengagement in class</li> <li>• Rude or disrespectful behaviour to peers or adults</li> <li>• Refusal to do any work</li> </ul>	1	<b>Redirection</b> A gentle 'verbal nudge' in the right direction that reminds the child of the school rules and the behaviour we want to see. I notice you are.... Remember when you ....that is who we need to see today
	2	<b>Reminder</b> A reminder of the rules 'Be Ready, Be Respectful, Be Safe' (delivered privately if possible) We care about you and here we expect...
	3	<b>Caution</b> A clear verbal caution is given, making the learner aware of their behaviour and outlining the consequences if it continues. It should be made clear to the learner that this can be turned around. <u>Approaches to consider:</u> <ul style="list-style-type: none"> <li>• <i>Gentle approach, personal, non-threatening, side on, eye level or lower State the behaviour that was observed and which rule/expectation/routine it contravenes.</i></li> </ul>



<ul style="list-style-type: none"> <li>● Kicking or hitting out (not directly at a person)</li> <li>● Spitting on the floor</li> <li>● Shouting/screaming at others</li> <li>● Running out of class</li> <li>● Throwing objects (not directed at someone)</li> <li>● Inappropriate language</li> </ul>		<ul style="list-style-type: none"> <li>● <i>Tell the learner what the consequences of their action is.</i></li> <li>● <i>Refer to previous good behaviour/learning as a model for the desired behaviour.</i></li> <li>● <i>Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.</i></li> </ul> <p><u>NB: Three or more cautions in a week need to be recorded on CPOMS by class teacher and parents informed.</u></p>
<p><b>Restorative conversation</b></p> <p>A restorative conversation is to take place at a break time (this is not necessarily the whole breaktime, but long enough for the restorative conversation to take place). This can happen in the classroom or in the regulation zone.</p> <ul style="list-style-type: none"> <li>● <i>What has happened?</i></li> <li>● <i>What were you thinking about at the time?</i></li> <li>● <i>Who has been affected by your actions? How have they been affected?</i></li> <li>● <i>What can be done to make things right?</i></li> <li>● <i>How can we do things differently next time?</i></li> </ul> <p>Make the learner aware that it is a fresh start now but also that if the behaviour continues we will need to reset.</p> <p><u>If a child is in the regulation zone two or more times in a week, parents will be contacted by the class teacher and logged on CPOMS. A formal meeting will be arranged with parents, child, class teacher and a member of SLT</u></p>		
<p><b>Reset (if required)</b></p> <p>Chance to regulate in a quiet space, away from others with an emotionally available adult. Each year/group department will have an identified area for this to take place. The focus of the reset is to calm and get ready to return to the classroom. (The role of the adult is to support the child to regulate. Later, the restorative conversation needs to take place with the adult who issued the caution or time in regulation zone) A restorative conversation focusing on golden rules using a script. The teacher needs to inform parents of the incident. Include in the conversation that the consequence has already taken place. Incident/s logged on CPOMS.</p>		
<p><b><i>If work is not completed or disruption is caused to learning, the child will miss this amount of time (set by the class teacher) at break time or lunchtime. Break time will be facilitated by the class teacher and lunchtime will be facilitated by SLT in the reflection room. Any work that is STILL not completed will be sent home.</i></b></p>		
<p><b>Examples of red behaviour:</b></p> <ul style="list-style-type: none"> <li>● Repeated poor behaviour over a short period of time</li> <li>● Inappropriate, insolent or abusive language</li> <li>● Verbally abusive towards children or adults e.g. swearing</li> <li>● Physically abusive towards children or adults, including targeted hitting and kicking.</li> </ul>		<p><b>Immediate Response:</b></p> <ul style="list-style-type: none"> <li>● Member of SLT on duty to be called immediately to support the child to a safe reset space</li> <li>● SLT will consider the issues and details around the child and their behaviour and further responses, including support, identified.</li> <li>● Headteacher or Deputy Headteacher to be informed where necessary.</li> <li>● SLT to inform parents of incident</li> <li>● Incident logged on CPOMS by staff by who witnessed the incident.</li> </ul>

<ul style="list-style-type: none"> <li>● Damaging or destroying school property</li> <li>● Damaging or destroying others' work or property</li> <li>● Threat to use weapons</li> <li>● Possession of a banned object</li> <li>● Use of weapons</li> <li>● Running away in public places</li> <li>● Spitting at others</li> <li>● Racist, homophobic, sexualised or prejudicial language</li> <li>● Sexualised behaviour, sexual harassment or racist abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Due to the serious nature of the incident, the full range of consequences, internal exclusion or suspension will be considered. The decision to exclude internally or externally will be determined by the needs of the child as well as others affected, and the consequence deemed most appropriate.</li> <li>● Restorative conversation to take place with child, SLT, class teacher and parents.</li> </ul>
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### Supporting pupils with SEND

The SEN Code of Practice states that special educational provision should be additional to, or different from, the educational provision made generally for children of their age. We understand that children may experience a wide range of special educational needs, disabilities or mental health needs which may, at times, affect children's behaviour. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these issues may affect a child's behaviour in school.

As a school, we ensure that the necessary provision is made for any pupil who has special educational needs, disabilities or mental health needs. All members of staff understand the need to make the adjustments when supporting pupils with SEND. Children with additional needs might be supported with personalised rewards and incentives as well as adaptations to consequences.

### Supporting pupils with challenging behaviour

Some of our pupils' needs mean that they are unable to effectively manage their own behaviour which may result in risk to themselves, other pupils and adults working with them. It is not always possible to immediately identify reasons why a pupil behaves in the way that they do. For these reasons, it is important to carefully monitor and record patterns of behaviour throughout the day incorporating different types of prevention strategies. Records of behaviour help us focus on the frequency, context and levels of behaviour. Behaviour plans are implemented after behaviours have been fully analysed. All incidents are recorded, and all physical interventions recorded on CPOMS. Behavioural records, over time, will build up a profile of the pupil, identifying different methodologies, strategies, behaviours and triggers. Physical intervention records are monitored frequently by the senior leadership team.

Rydon uses Individual Behaviour Learning Plans (IBLP) for pupils who have identified recurrent behaviours linked to their SEND. These plans are used to provide guidance to staff on how to effectively apply strategies to support individuals' behaviour. Identified pupils will have an individual risk assessment indicating any potential known risks to themselves, other pupils, the school environment and adults. All staff working with pupils should be made aware of the pupils' needs, risk assessment and work within the guidelines provided in this and the IBLP document (if appropriate).

Once the behaviour plan is implemented and monitored there will be a timely review to ascertain its effectiveness. At this point, if behaviours are not improving, the school would seek to obtain advice from professionals, Local Authority representatives and parents/families to develop an appropriate

way forward. Children who demonstrate poor behaviour may be asked to share a report card with their teacher after each session and come to a joint decision in evaluating the behaviour that they displayed. An agreed number of positive sessions will then result in a reward for that individual child, as chosen by them. This approach will be over an agreed time period and will involve a member of SLT and parents of the child.

### **Child on child abuse**

All staff advocate strenuously for high standards of conduct between pupils and staff; they demonstrate and model manners, courtesy and dignified/respectful relationships. Our Personal, Social, Health and Economic (PSHE) curriculum and Sex and Relationships Education (SRE) curriculum teach the children characteristics of effective relationships and how to treat each other with respect. There is a zero-tolerance approach to sexual violence and sexual harassment; it is not acceptable and will not be tolerated. Rydon follow the general principals as set out in Keeping Children Safe in Education (KCSIE). Each incident of child on child abuse will be considered on a case by case basis and clear consequences will be put in place for the perpetrator, as well as support for the victim; the DSL or Deputy DSL will be involved in any incidents of child on child abuse to advise on the appropriate response which will include contacting parents of all of the children who are involved.

### **Protected Characteristics**

At Rydon, we are committed to promoting equality, diversity, and respect for all. As part of our behaviour policy, we actively uphold and promote the nine protected characteristics as outlined in the Equality Act 2010:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

We expect all members of the school community—children, staff, and visitors—to treat one another with dignity and respect, regardless of these characteristics.

### **Behaviour Expectations:**

- Discriminatory language, bullying, or harassment related to any protected characteristic will not be tolerated.
- Pupils will be taught about inclusion, respect, and the importance of kindness through our PSHE curriculum and whole-school assemblies.
- Staff are trained to recognise and address discriminatory behaviour and to foster an environment where all pupils feel safe and valued.

### **Response to Incidents:**

- Any incidents involving discrimination, prejudice, or bullying based on protected characteristics will be recorded and dealt with promptly in accordance with our anti-bullying policy, safeguarding procedures and Devon County Council procedures.
- Restorative approaches will be used to support understanding and repair relationships where appropriate.

### **Parental and Community Involvement:**

- We work with parents and carers to promote shared values of inclusion and mutual respect.
- Concerns about discriminatory behaviour can be reported to any member of staff or senior leadership.

By embedding respect for protected characteristics in our behaviour policy, we aim to prepare pupils for life in a diverse society and help them develop empathy, understanding, and a strong moral compass.

### **Banned items**

The following is a list of items which are banned by the school and for which a search can be made:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- vapes

A search can also take place for any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil). an article specified in regulations. Mobile devices are to be handed into the class teacher at the beginning of the day and the end of the day. They are not to be used in school time by children. The school can confiscate the mobile device if it is used in school. The school will follow the guidance in the following document when searching, screening and confiscating:

[Searching, Screening and Confiscation](#)

### **Behaviour outside school**

Pupils' behaviour outside school on school trips, travelling to and from school and sporting events is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school. Schools have the power to place consequences for pupils for poor behaviour outside of the school premises to such an extent as is reasonable. We will consider putting consequences in place if poor behaviour occurs:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school Rydon's Behaviour and Culture Policy
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

### **Behaviour Expectations at ROOSC and after school clubs**

At Rydon Out of School Club (ROOSC) and after school clubs, we uphold the same high standards of behaviour as expected during the school day. All children are expected to treat others by following the golden rules and make positive behaviour choices.

Should a child consistently make inappropriate choices or display behaviour that is not in line with our expectations, the school reserves the right to withdraw their place at ROOSC or after school clubs, either temporarily or permanently to maintain a safe and supportive environment for all.

### **Suspensions and Exclusions**

Suspensions, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the Headteacher see fit


Following a suspension, the team around the child will meet and on return to school a restorative reintegration meeting will be held with a member of SLT, teacher, child and parent/carer.

\*This policy has been written taking into consideration model policies from Trauma Informed Schools UK Relationship Policy and Paul Dix 'How to Write an Outstanding Behaviour Policy'. This

policy should be considered alongside the anti-bullying policy and the safer touch and positive handling policy


Appendix A

# GOLDEN RULES




Be Ready

→




Looking

...



Listening


...



Sitting or standing sensibly


Be Respectful

→




Using kind words & actions

...



Following instructions


...



Using good manners


Be Safe

→




Moving calmly

...



Using equipment sensibly

...



Telling an adult if you are worried

Appendix B



#### Amendments

Date of Amendment	Amendment Summary	Reason for Change	Author / Reviewer	Next Review Date
5/11/25	Use of reflection room for disruptive behaviour	Support behaviour across the school	Danny Brown	1/7/25
20/1/26	Adding pedagogical principles of behaviour: positive classroom climate within policy	Move principles away from pedagogy	Danny Brown	1/7/25